



SAMPLE COURSE OUTLINE

MODERN HISTORY ATAR YEAR 11

Unit 1- Elective 7: Capitalism – the American experience

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the SCSA) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The SCSA acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Copyright

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Modern History – ATAR Year 11

Unit 1 – Elective 7 – Capitalism – the American experience (1907–1941)

This outline is based on the elective: Capitalism – the American experience (1907–1941)

Week	Key teaching points
1–3	<p>The Historical Skills are intrinsic to the teaching of this unit</p> <p>The impact of the following forces should be considered, where appropriate, throughout the unit: economic; external forces/international relations; ideas; leadership; political; social/cultural</p> <p>The main causes of the rise of capitalism in the USA, including:</p> <ul style="list-style-type: none"> • the expansion of the railways • post-Civil War reconstruction • immigrant labour • discovery of oil • mass production <p>The role and impact of significant individuals in the period with particular reference to J D Rockefeller, Theodore Roosevelt</p> <p>Key ideas of:</p> <ul style="list-style-type: none"> • theories of capitalism • laissez-faire • limited government <p>Task 1: Explanation</p>
4	<p>The impact of WW I on:</p> <ul style="list-style-type: none"> • American capitalism • the growth of consumerism • the shaping of American values for example prohibition <p>The role and impact of significant individuals with particular reference to Woodrow Wilson</p>
5–6	<p>The impact of the 1920s on:</p> <ul style="list-style-type: none"> • American capitalism • The growth of consumerism • The shaping of American values, for example, film and fashion, prohibition and the ‘Jazz Age’ <p>The role and impact of significant individuals with particular reference to Calvin Coolidge, Herbert Hoover, Henry Ford</p> <p>Key ideas of:</p> <ul style="list-style-type: none"> • limited government • economic liberty • individualism (including ‘rugged individualism’) • the American Dream <p>Task 2: Source analysis</p>

Week	Key teaching points
7–8	<p>The impact of capitalism on different groups within American society in the 1920s and the aims and beliefs of different groups, for example:</p> <ul style="list-style-type: none"> • African Americans • urban workers • rural workers • immigrants • industrialists • members of the Indian Nations <p>The consequences of divisions</p> <p>Key ideas of:</p> <ul style="list-style-type: none"> • the American Dream
9–12	<p>The Great Depression</p> <ul style="list-style-type: none"> • the causes of the Great Depression • the consequences for different groups • effectiveness of political responses, including the New Deal • the impact on capitalism <p>The role and impact of significant individuals in the period with particular reference to Herbert Hoover and F D Roosevelt</p> <p>The impact of WWII until 1941 on:</p> <ul style="list-style-type: none"> • American capitalism <p>Key ideas of:</p> <ul style="list-style-type: none"> • limited government • economic liberty <p>Task 3: Source analysis</p>
13–14	<p>The impact of capitalism on different groups within American society and the aims and beliefs of different groups and the consequences of divisions</p> <p>Task 4 Part A: Historical inquiry – Research</p> <p>Task 4 Part B: In-class validation essay</p>
15	<p>The significance of capitalism in this period, including a comparison with other key ideologies, in particular, communism</p>
16	<p>Examination</p>

Historical skills

The following skills will be developed during this unit.

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- practise ethical scholarship when conducting research

Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently